






High Schools That Work

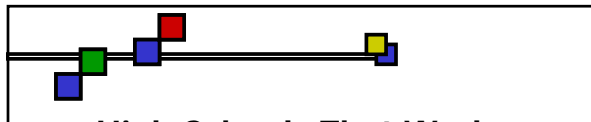


A Design for Improving South Dakota
High Schools and Improving Student
Achievement



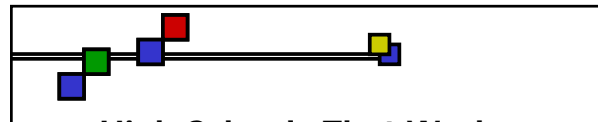
KWL for *HSTW*

		
What I know about <i>HSTW</i>	What I want to know about <i>HSTW</i>	What I've learned about <i>HSTW</i>
Complete Column 1	Complete Column 2	





High Schools That Work

- A school reform design that provides a framework of goals, key practices, and key conditions for setting higher standards and accelerating learning.




High Schools That Work

- Founded in 1987 by the Southern Regional Education Board
- Operating in over 1300 high schools in 32 states

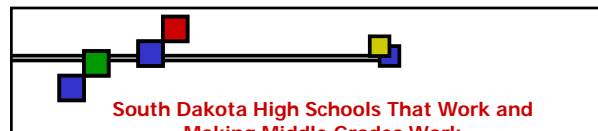



HSTW States



SC 2003 Orientation

5



South Dakota High Schools That Work and Making Middle Grades Work Planning and Implementation Sites

- Sturgis – high school and middle school
- Tea – middle school
- Flandreau – high school and middle school
- Chester – high school and middle school
- Deuel – middle and high school
- Watertown – high school and middle school
- Emery – high school
- Vermillion – high school and middle school
- Tri-Valley – high school

South Dakota High Schools That Work and Making Middle Grades Work

Planning and Implementation Sites

- Lake Area Multi-District, Watertown – high school
- Spearfish – high school
- Pierre – middle and high school
- Madison – high school
- Dakota Valley – high school
- Wall – high school (7-12)
- Chamberlain – high school
- Kimball – high school
- Rutland – high school
- Burke – high school
- Wessington Springs – high school
- Timber Lake – high School
- East Dakota – alternative school

High Schools That Work is about:

- Effort
- Setting specific goals
- Rigorous curriculum for all
- Focus
- Relevance
- Engaging and challenging instruction
- Personal support and relationships
- Transition
- Leadership teams

HSTW – A Results-Based Design

- Based on solid research that shows documented success in raising student achievement.



HSTW Goals

- Have all graduates at the Basic level and an increasing percent at the Proficient level in reading, mathematics and science.
- Have all graduates complete a college-preparatory academic core and a concentration in an academic or career/technical area.

HSTW Goals

- Have all students who enter grade nine complete high school.
- Have all graduates leave high school with postsecondary credits or meet standards for postsecondary studies without having to take remedial courses.

HSTW Schools Experience

- An increase in the proportion of students who meet HSTW performance goals in reading, math, and science;
- Rising ACT scores as more students take the exams;
- Improved attendance, graduation rates and postsecondary enrollment;
- Decreased dropout rates and discipline referrals;
- Growing confidence by teachers that new instructional methods can enable more students to succeed in challenging courses.

Six Areas That Directly Impact the Achievement Level of Students

- What you teach
- How you teach
- What you expect of students
- How you relate to all students, advise them, and involve their parents in the process
- How the school is organized
- How teachers are supported in curriculum, instruction, and learning.

As You Consider These Six Areas, Ask Yourself These Questions



- Why are our students not performing to their potential on assessments?
- Which of the six areas needs the most attention in our school?

High Schools That Work Goals

- Getting 85% of students to meet reading, mathematics and science goals
- Teaching most students the essential content of the college-preparatory academic core and either a career or an academic concentration.

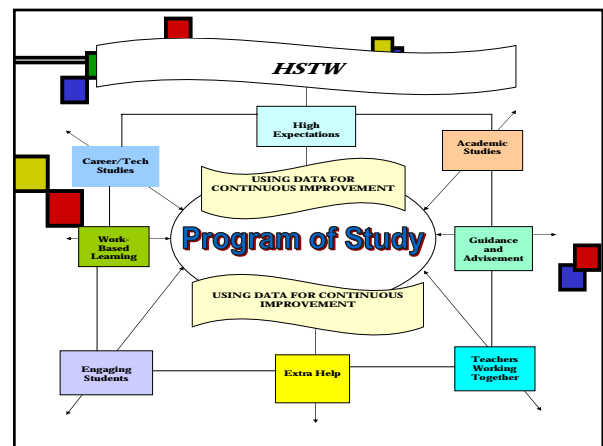
HSTW Key Practices

- Major factors that influence student achievement that provide direction and meaning to comprehensive school improvement and student learning.



10 Key Practices

- High Expectations
- Challenging Career/Technical Studies
- College-prep Curriculum
- Academic Core and a Concentration
- Work-based Learning
- Integration of Academic and Career/Technical Studies
- Active Engagement
- Guidance and Advisement
- Extra Help
- Data-based Decision Making



Key Practice #1



- Set high expectations and get students to meet them.

Expectation Practices and Higher Achievement

- Students understand the amount and quality of work expected.
- Students frequently receive extra help.
- Students complete homework daily.
- Students redo work to meet standards.
- Students work hard on assignments.

Recommended Academic Core for All Students

- Four credits in college-prep/honors English
- Four math credits – Algebra I, Geometry, Algebra II and above
- Three science credits at the college-prep level; four credits with a block schedule
- Three years of social studies; four credits with a block schedule
- Career or academic concentration

Actions for Defining the Amount and Quality of Work Expected

- Benchmark assignments to the proficient or advanced level.
- Use performance descriptors to evaluate the level of questions.
- Higher-order questions during classroom discussions and on all assessments.
- Develop common course syllabi, rubrics and end-of-course exams.
- Get teachers to agree on samples of student work that earn an A or B.



Actions for Getting Students to Redo Work to Meet Standards

- Common rubrics
- Common end-of-course exams
- Acceptable standards for student work



Identify the Power Standards

- **What** essential understanding and skills do students need?
- **Which** standards can be grouped or incorporated into others?
- **What** do students need for success in school, in life and on state assessments?



Key Practice #2

- Increase access to challenging career and technical studies, with a major emphasis on using high-level mathematics, science, language arts, and problem-solving skills



Career/Technical Practices and Higher Achievement

- At least weekly, students:
 - Use mathematics to complete assignments;
 - Read and interpret technical books and materials to complete assignments;
 - Use computers to complete assignments; and
 - Do projects that require research and written plans.

Graduates Want Career/Technical Courses to Place More Emphasis on:

- Technical writing
- Computers
- Technical studies
- Mathematics
- Reading and interpreting technical books and manuals
- High standards and expectations



Meet Standards on a Written Exam

- State licensure exam.
- Industry certification exam.
- Common high school-postsecondary end-of course exam.
- Commercial exam.



Key Practice #3

- Give students access to a system of work-based learning and school-based learning planned cooperatively by educators and employers.



Quality Work-Site Learning Linked to a Sold Academic Core Matters

- Apply academic and technical skills
- Learn that high performance counts
- Have richer on-the-job experiences
- Discover career options
- Get on track faster after graduation

What Makes a Quality V Program?



Each student has:

- Classroom and work-site assignments that are correlated to career field.
- Work-site experiences connected to career goals.
- A work-site mentor.

Key Practice #4



- Increase access to academic studies that teach college-preparatory content through functional and applied strategies.

HSTW-Recommended Academic Core and Higher Achievement

- Four credits in college-prep English
- Three mathematics credits – at least two at the college-prep level
- Three science credits – at least two at the college-prep level
- Mathematics in the senior year

HSTW Definition of College-prep English



- Read at least eight books and demonstrate understanding
- Complete a short paper of 1-3 pages at least weekly for a grade; and
- Complete a major research paper each year

Key Practice #5



- Have students complete a challenging program of study with an upgraded academic core and a major.

Course-taking Practices and High Achievement

- Accelerated placement
- Attention to senior year
- Upgraded academic core
- Concentration (academic or career/technical)
- Course-taking and postsecondary success

Key Practice #6



- Engage students actively in learning.

Literacy Practices and Higher Achievement

- Students frequently:
 - Use word processing to complete assignments
 - Revise written work to improve quality
 - Write in-depth explanations; and
 - Complete short writing assignments.

Literacy Practices and Higher Achievement

- Students frequently:
 - Discuss readings with other students;
 - Read books outside of class and demonstrate understanding;
 - Read outside of class each week; and
 - Read books/manuals to complete assignments.

Numeracy Practices and Higher Achievement

- Students:
 - Take math the senior year.
 - Complete four or more years of math.
 - Solve real-world problems.
 - Use math to complete career/technical assignments.

Numeracy Practices and Higher Achievement

- Students:
 - Use graphing calculators
 - Orally describe the process used to solve math problems.
 - Work with other students on assignments.
 - Use databases and spreadsheets to complete assignments.

Giving the Curriculum Meaning and Purpose

- Authentic problems, concrete experiences
- A problem-solving approach
- Inquiry-based science
- A senior project
- Integrated projects across the curriculum



Student Engagement Is:

- Choosing a topic students want to learn more about;
- A challenging assignment that stretches students to develop ideas and think; and
- Having students “go on stage” to present something they have learned very well.



Student Engagement Is Not:

- drill sheets
- copying notes from the board
- answering questions at the end of a chapter or
- activity for activity's sake.

Actions for Engaging Students in Research-based Instructional Strategies

- Reading and writing for learning strategies
- Project-based learning
- Cooperative learning
- Student-designed research
- Integrated, interdisciplinary studies
- Applied methods
- Integration of technology
- Students perform for others
- Student assessment and revision of work
- Authentic classroom assessment



Key Practice #7

- Have teachers work together to integrate academic and career technical studies.



Integration Practices and Higher Achievement

- Students believe teachers work together.
- Mathematics and science teachers use real-world problems.
- Career and technical teachers require students to read and use mathematics.
- Students do a senior project.
- Students receive work-site instruction on communications and mathematics.

Key Practice #8

- Involve students and parents in a guidance and counseling system that ensures completion of an accelerated program of study and a major.



Guidance Practices and Higher Achievement

- Encourage students to take challenging mathematics and science courses.
- Assist students in planning a program of study by the end of grade nine.
- Involve parents
- Provide information on postsecondary education and employment.

Key Practice #9



- Provide a structured system of extra help to enable students to meet higher standards.

Extra Help and Extra Time and Higher Achievement

- Students get extra help without difficulty.
- Students receive extra help to complete more demanding courses.
- Help is frequently provided by their teachers.
- Students are held to higher literacy standards in all classes.

Key Practice #10

- Use student assessment and program evaluation data to continuously improve curriculum, instruction, school climate, organization and management to advance student learning.



High Schools That Work – Making Middle Grades Work – What is the difference???

MMGW Ten Key Practices

- | | |
|--|----------------------------------|
| ■ Rigorous Academic Core | ■ Support from parents |
| ■ A belief that all students matter | ■ Qualified teachers |
| ■ High expectations and a system of extra help | ■ Use of data |
| ■ Classroom practices that engage students | ■ Exploring and Using Technology |
| ■ Teachers working together | ■ Strong Leadership |

What is the *HSTW* Assessment?

- NAEP-based assessment of high school seniors in English, mathematics and science and a student survey

Additional features:

- Reports teacher survey data
- Presents student achievement data as both mean scores and proficiency levels
- Disaggregates achievement data by student experiences
- Linked to *HSTW* key practices

Moving Standards Into the Curriculum



- Align lesson plans
- Align assignments
- Align exams and rubrics
- Align course syllabi

What is a TAV?

- Technical Assistance Visit (TAV)
- Three-day investigation of a school's curriculum and instructional practices
- Snap shot from an external eye to assist in school improvement

How is Progress Measured?



- State assessment
- *HSTW* student assessment
- Student survey
- Transcript study
- Teacher survey
- Follow-up study
- Technical assistance visits
- Other school-based data

Leadership Practices and Higher Achievement

- School uses data for continuous improvement.
- Principal organizes study teams.
- Teachers search for new ideas.
- Teachers and administrators work as a team.

Active Membership

- Form a School Improvement Committee
- Appoint a *HSTW* Site Coordinator
- Develop a three- to five-year improvement plan.
- Submit an initial plan to your state coordinator
- Do continuous planning
- Follow SREB's guidelines in assessing in 2006 and 2008
- Demonstrate and monitor progress toward implementing the goals
- Show evidence of raising student achievement
- Complete the *HSTW* Annual Report
- Participate in a refresher Site Development Workshop and other professional development opportunities



Team Structure

- Overall site team
- Focus teams – curriculum, staff development, guidance/public information and evaluation



Maintaining Active Membership

Sites agree to participate in:

- Technical Assistance Site Visit
- *HSTW* Assessment



Getting Started: Incremental Planning

- Assess
- Prioritize
- Plan
- Do
- Evaluate



Work Harder to Get Smarter:

- We need to change our thinking and our language from an ability model to an effort model.



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